THE METHODS ARE DIFFERENT

E. W. Tillinghast

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The Arizona State School for the Deaf and the Blind has the same objectives as every Public School — only

The Methods Are Different

Learning to hear opens new worlds.

By E. W. Tillinghast

Deaf children and blind children are like all other children except for their physical handicap, which may alter their methods of learning, but does not alter the prime fact that they are children—first. We must find the avenues and the methods which will provide them with the education, the social and character development normally provided all other children, so that they may become constructive citizens of their community. At the Arizona State School for the Deaf and the Blind, the objectives are the objectives of every public school; only the methods are different.

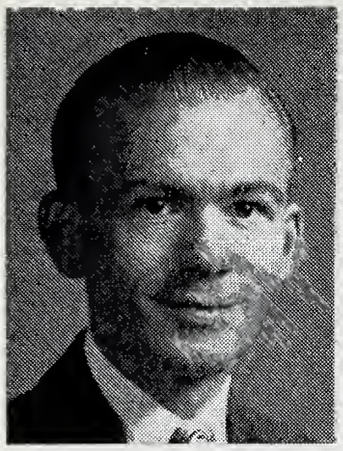
The Road is Longer

For the deaf child, the road to an education is longer and far more difficult. The reason for this is the lack of language and vocabulary. When hearing children enter the first grade, they already have a sizeable vocabulary and a rather full command of language. For them, learning to read is largely a matter of substituting the printed words for the spoken words. But the deaf child must be painstakingly taught each word he knows, each grammatical rule, each verb declension. In other words, he must be taught the English language with no language background, foreign or otherwise. In addition he must learn it visually — remember, he is deaf.

The deaf child must learn to speak and to read other's lips. This is most difficult — a slow, painstaking process. Along with this he must also learn to read and to write. After he has the tools for learning — a growing vocabulary and a comprehension of language in oral, written and printed form — he must acquire the other subjects — geography, history, science, arithmetic, algebra, etc. Yes, it is a large order.

The Arizona School for the Deaf and the Blind provides two "preparatory years" for the acquisition of beginning vocabulary and language in both oral and printed form. Following this preparation there are twelve years including high school, a total of fourteen years — but so much to accomplish in that time! Classes for the deaf are small, usually eight or nine children. The teachers have had special training in the teaching of speech, lip-reading and language development. Rooms are furnished with amplifying equipment to develop and utilize any residual hearing. Children may be born deaf or they may become deaf after they have acquired a knowledge of speech and lan-

E. W. Tillinghast is superintendent of the Arizona State School for the Deaf and the Blind. He has been with the school for many years and writes from personal experience.



AEA President, James M. Stephenson

The President Appraises the Year's Work and Finds

We Still Stand Tall

The first article I wrote for this column, almost a year ago, was written with reference to the resolutions passed at the 1956 Delegate Assembly. If we were to refer back to those resolutions now, what would we find? What progress have we made? Where have we fallen short? Do we still STAND TALL?

Committee Reports

This entire issue of the *Arizona Teacher* has been geared to a review of the work of your association during the past year. Take a good look. Study the reports of the committees which have been working for you. Many, many hours of travel and travail are behind each of these reports. I wish it were possible for me to thank each of the members personally.

It is difficult to single out specific accomplishments of the year, but some do stand out in my mind. First would be the very wonderful convention of last November. It was so well organized and properly geared that presiding was a pleasure. From reports of you who attended in record-breaking numbers, it must have been a success.

At the time of this writing, it is impossible to predict with any accuracy the success of the work of the Salary Committee. The first reports from scattered school districts make it appear that the guides, fliers, research findings, and publicity are paying off in substantial increases in salaries over the state.

Be certain to read carefully the report of the TEPS Commission. They have spent hours and hours in studying the problems of certification, recruitment, evaluation, and teacher-preparation, along with advising the FTA clubs and chapters. Because of their work, and that of similar commissions in other states and in the NEA, our profession is able to lift itself by its own bootstraps. There is much yet to be done, but we are beginning to stand tall.

Are we ready to launch out into new fields of endeavor? Some of our committees think so and are recommending that we establish a placement service and a state-wide credit union. This will be determined by those of you who are delegates to our annual meeting. Give these ideas serious consideration and come prepared to vote intelligently.

Work With Other Groups

Did you know that we have had a group working with representatives from the School Board Association, the Arizona Congress of Parents and Teachers, the Department of Classroom Teachres, the Administrators Association, the College Placement Bureaus, and the State Department of Public Instruction on Personnel

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guage. Those in the latter category have an important educational advantage. Many deaf children have some degree of hearing, although not enough to understand fluent spoken language. Vowel sounds are difficult to read on the lips, consonants less difficult. On the other hand vowel sounds are more easily distinguished through hearing. Hence, by using amplification with vision, lip reading is often easier. Speech is usually improved by utilizing residual hearing. Those students who can be benefited by them have wearable hearing aids.

Limited Value of Hearing Aids

Deaf children are defined as those in whom the sense of hearing is non-functional for the ordinary purposes of life. *Hard of hearing children* are those who can understand connected spoken language either with or without amplification. In the latter group are those who often can continue satisfactory work in the public schools with the use of a hearing aid. However, the more serious cases usually need special instruction in speech, lip reading and language work. Frequently they need special help in social development, since they are often "left out of the group" in public schools. Hearing aids are of value to hard of hearing children who have normal language background, but have a much more restricted value for children with a very limited language background. The hearing aid merely amplifies — it does not interpret.

After the deaf child has acquired a beginning knowledge of language and reading, the general public school course of study is followed with modification. State textbooks are used. The teaching of speech and lip reading continues throughout the elementary grades and is utilized in high school. Children vary considerably in their ability to acquire good speech. Emphasis on language and reading are continued throughout the school course, for they are the deaf child's greatest educational problems.

In addition to academic classes, vocational classes are provided for junior high and high school students. Courses such as home economics, art, ceramics, photography, woodworking and graphic arts are offered. Upon completion of high school, a deaf student may go to college if he has the ability and so desires. Four out of last year's graduating class of thirteen deaf students entered college this fall. Those who do not go on to college have little little difficulty in finding suitable employment in various trades. A number of graduates from the Arizona State School for The Deaf and the Blind are working at Hughes Aircraft, Air Research and other industrial plants. Through education and social development, they have become good citizens of our state.

Visually Handicapped

A separate department for the visually handicapped is maintained at the school. Since the visually handicapped child can acquire language and normal communication through his hearing, he does not have the serious educational problem the deaf child has. However, he has other educational and social problems. Like deafness, the degree of vision loss varies widely from total loss to ability to read large size type. For the child with little vision, the problem of reading and writing is a serious one. Braille reading and writing is begun in the first grade and is used through school. Braille is not easy to learn, particularly by touch. Sense training is used to develop the sense of touch, then Braille symbols are learned step by step. Speed and accuracy are gradually acquired. However, even a good Braille reader cannot read nearly as fast as others because Braille is more difficult and he must cover more physical area. Therefore, each assignment requires more time.

Braille writing is done on a Braille

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Achievement of Goals

By C. A. Carson

Congratulations to all local presidents, membership chairmen, and to the teachers of the State of Arizona on their tremendous response to the membership enrolment of the Arizona Education Association and the National Education Association. In 1951, when the Centennial Action Program was adopted the goals seemed rather ambitious but as we enter the last year of that Program here is a brief report.

Goal 1. We have increased our local associations greatly where the grass roots organization really exerts influence.

Goal 2. We have moved along the mileposts in strengthening our State Association. Membership has not only increased but the influence of our group has been recognized throughout the State.

Life Membership

Goal 3. We have cooperated in contributing to a larger and more effective National Education Association. Arizona's contributions to the membership of the National body is recognized in our ever increasing membership and we have been in the leadership group in this area for some time. We have exceeded our goal for life members and contributions to the new headquarters building. We can be justly proud of our new building as it represents materially the professional pride of the teachers but we can be more enthusiastic about the growth in the influence of the NEA and the recognition of educational leadership that comes to it by all citizens.

Goal 4. Arizona can be very proud of our leadership in the unification of our professional organizations. We were among the first states to adopt the unified dues plan — which agrees with our philosophy that the profession should be a united one, local, state and national.

Forward Look

As we look forward to the years ahead, we must recognize that the program of our organizations must be expanded, that this will take not only additional members, but undoubtedly also additional funds, all of which will be a challenge to all of us. It is my sincere hope that every local organization and every individual will take time to evaluate the proposed expanded program of the National Educationo Association, which will call for a possible increase in dues to $10.00. This is particularly necessary in Arizona because, being a unified dues state, any loss in NEA membership would be a corresponding loss in our state membership, which would affect our state program to a very great extent. Possibly no other professional organizations are moving ahead faster than the AEA and the NEA, not only in membership enrolments but in their influence in support of public schools.

New Goals

At the next board meeting and at the Philadelphia Convention, time will be given for discussion of new goals, now that the goals for the Centennial Action Program have expired. This certainly does not mean that we have reached the goals established, but that we should take stock of what has been accomplished since 1951 and to project our goals into the future once again.

It is indeed a most gratifying feeling to be NEA Director representing such a wonderful group of teachers.

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The Deaf and the Blind

(From Page 13)

writer which is much like a regular typewriter. Later the student learns to use a slate and a stylus which is much handier to carry around. All the textbooks from the first grade through the high school are in Braille. This requires an expensive inventory, since each Braille text may cost from twenty to thirty dollars. An algebra or biology text may cost from thirty to forty dollars. All students take typing which enables them to write their own themes and to correspond with sighted persons. A large reference and recreational library of over eight hundred books in Braille is maintained. The regular course of study in the public schools is followed. Graduates from our high school may enter the university or state colleges like any other high school graduate, and many of them do.

"Large Type" Text Books

Children who have sufficient vision and whose vision is not expected to worsen will use "large type" text books. These books contain the same material as the Braille texts but because of the type size they are quite large. Hence in the same class, one may find some students reading Braille and others reading "large type". The large type texts are quite expensive, ranging from eight dollars to thirty or forty dollars per copy. Here again, classes are small, averaging about eight or nine, so that more individual attention can be given each student.

Vocational classes are provided for junior and high school students. Home economics, woodworking, arts and crafts, piano tuning, and typing are among the courses offered. Most students take music. Lessons are offered in piano and various instruments. A very active chorus provides many programs locally and around the state. A dance combo and trio are on a

Parliamentary Procedures

James L. Sanders, Chairman
Edward Marcus
William P. Garrity
Dr. Robert J. Hannelly

While the committee believes that *Robert's Rules of Order* is difficult to read and involves a heavy leaning on strategy to accomplish parliamentary ends, a specific replacement for *Robert's Rules of Order* has not yet been agreed upon. Further study will be necessary to find a more suitable parliamentary authority for the Arizona Education Association.

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local radio station for one-half hour on Saturday morning at present. A number of graduates are making their living in the field of music. "Cane travel" is taught high school students so they may travel independently. Juniors and seniors may take courses in local high school, and travel to and from high school and around town without assistance.

Same Activities

In most respects, the Arizona State School for the Deaf and the Blind functions exactly like a public school with all the same activities. It has a fine physical plant and equipment. There are two classroom buildings, a vocational building, five living halls, a central dining room and kitchen, a gymnasium and athletic field, infirmary and other lesser buildings. It is operated as a residential school. A far better classification system, school program, and social development program plus trained supervision can be provided by bringing the deaf and blind children from the different parts of the state together in one location. Approximately one hundred fifty are enrolled in the department for the deaf and seventy-five in the department for the blind or two hundred twenty-five in all. This enrolment is served by a staff of 86, including the principal and 30 teachers.

Same Calendar

The same school calendar is followed as in the public schools. Many students go home regularly or frequently on weekends and at all vacations. The school arranges for scouting groups from Brownies to Senior Girl Scouts and from Cubs to Explorer Scouts. It sends representatives to the City High School Junior Red Cross Council and to the state convention of Student Councils as well as to the Arizona Interscholastic Association. Our teams enter regular high school competition in basketball, volleyball, track and wrest-

(Turn to Page 51)

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For further information write:
Dr. John S. Haitema
Director of Education
Department of Education
Agana, Guam, M. I.

Amendment *(From Page 44)*

ARTICLE VIII

Nomination and Election of Officers

Section 1. The primary election of officers provided for in this constitution shall be held annually not later than the third Wednesday in January.

Section 2. The general election of the officers provided for in this constitution shall be held annually not later than the third Wednesday of February.

Section 3. Nominations for the primary ballot shall be made by a nominating committee or by petition. The nominating committee, here-in-after provided for, will report at least two nominees for each office, provided sufficient petitions have not been received by the Election Committee to enter two nominees for each office on the ballot. Nominees received by petition must be supported by signatures of at least 50 members of the Association. Nominations and petitions must be received by the Election Committee not later than the 2nd Wednesday in December.

Section 4. The two candidates for each office receiving the highest number of the votes cast in the primary election will be placed on the ballot for the general election.

Section 5. All officers shall be elected by ballot. The Election Committee shall cause the primary ballot to be printed and mailed to each member of the Association at his last known address. A picture and a biographical history of the qualifications of each candidate shall be included with the ballot. Ballots must be completed and returned to the office of the Executive Secretary not later than the third Wednesday in January.

Section 6. The Canvassing Committee here-in-after provided for shall convene on the first Saturday following the 3rd Wednesday of January to tabulate and certify the results of the primary election

The Deaf and the Blind

(From Page 47)

ling. A school paper is published which recounts not only the school's activities but social activities such as parties and dances.

Each student has an opportunity to compete on athletic teams, to be a leader in school, to head a school organization, and to be a part of an activity.

Enrolment Requirements

The question is often asked "What are the enrolment requirements and costs of attending the Arizona State School for the Deaf and the Blind?" Children of school age who are mentally normal but have impaired hearing or vision to such an extent that they cannot secure a satisfactory education in the public school may attend. There are no charges for residents of the state since it is a state supported public school devoted to special education.

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(from page 7)

pressure. They, like others, have their usual assortment of maladjustments which they may project upon their classes."

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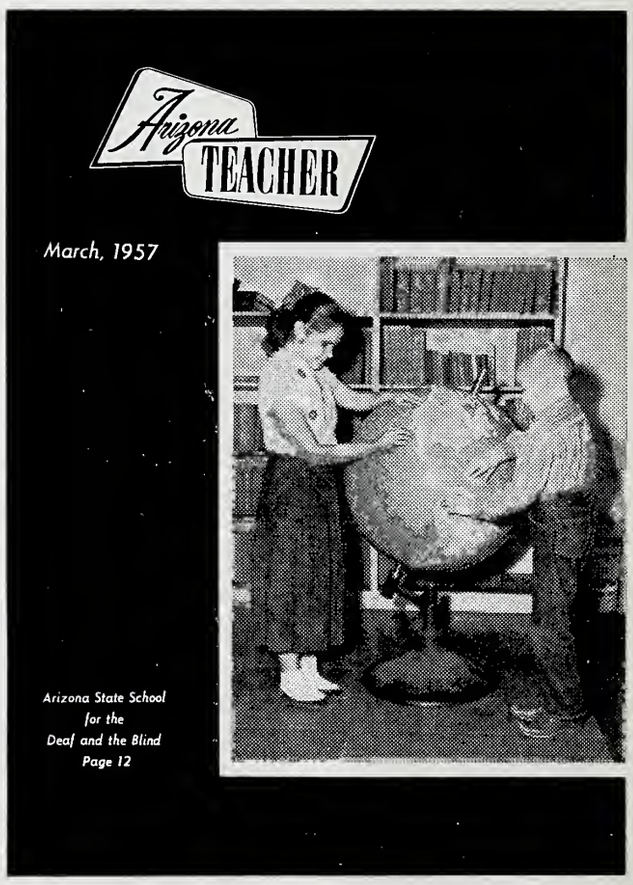

We are indebted to Mr. E. W. Tillinghast, superintendent of the Arizona State School for the Deaf and the Blind, for our cover picture and the one used on page 12. Both were taken in actual teaching situations and illustrate the statement in Mr. Tillinghast's article "the objectives are the same only the methods are different."

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